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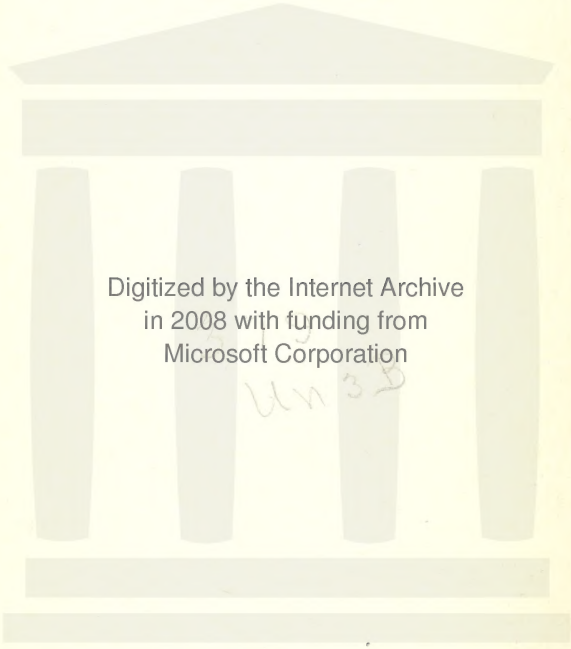
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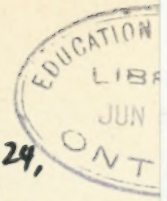

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BULLETIN, 1917, No. 21

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education, School gardens—Home economics—Commercial education—Professional education—Civic education—Military and naval education—Education of women—Negro education—Training of the injured—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

562. **National education association.** [Proceedings, 1916] Journal of the National education association, 1:641–736, March 1917.

Department of classroom teachers.—Contains: 1. Emma L. Johnston: Vocational guidance throughout the school course, p. 641–44. 2. J. F. Hosic: Waste in education, p. 644–48.

Library department.—3. Bessie S. Smith: Joint administration of the high school library by the board of education and the public library, p. 652–56. 4. A. E. Bostwick: General principles involved, p. 656–58; Discussion, p. 658–60. 5. Willard Austen: Educational value of bibliographic training, p. 660–65; Discussion: Normal school libraries, p. 665–67. 6. Mary E. Hall: Report of committee on high school libraries, p. 667–71. 7. The rural school library, p. 672–76.

Department of physical education.—8. Gustave Straubenmüller: Physical training in the schools, p. 678–80. 9. C. W. Crampton: The New York system of physical training, p. 681–82. 10. Randall Warden: Physical training versus military training, p. 682–86. 11. Clara G. Baer: The health of college women, p. 686–89. 12. Rowland Haynes: Defining the work of physical training in relation to playground and recreation activities, p. 691–94.

Department of science instruction.—13. W. J. Hancock: The New York State syllabus of applied chemistry, p. 701–4. 14. F. A. Wolff: The relation of the bureau of standards to physical research and to the teaching of physics, p. 709–12. 15. L. W. Goldrich: The conservation of natural resources through education, p. 718–22. 16. John Dewey: Method in science teaching, p. 725–30. 17. I. C. H. Robinson: Training of science teachers, p. 730–31. 18. T. M. Balliet: Training of science teachers, p. 731–33.

563. **New York (State) University convocation.** Proceedings of the fifty-second convocation . . . Albany, N. Y., October 19, 20, 1916. 222 p. 8°.

Contains: 1. Irving Fisher: The importance to health of physical training in the schools, p. 13–18. 2. R. T. McKenzie: The value of physical and military training in peace and war, p. 18–24; Discussion, p. 24–29. 3. Leonard Wood: Physical and military training, p. 29–32. 4. James Sullivan: The written word—the historian incognito, p. 57–67. 5. Bliss Perry: The written word—how university organizations can help toward a better day, p. 77–84. 6. T. H. Briggs: Possibilities of the junior high school, p. 92–103. 7. J. M. Glass: Results of the first year's work at Washington junior high school, Rochester, N. Y., p. 105–24. 8. C. M. Hill: The junior high school in Vermont, p. 124–35. 9. Mrs. August Belmont: The drama as a means of teaching, p. 187–95.

564. **Pennsylvania educational association.** Proceedings of the meeting held December 27–29, 1916. Pennsylvania school journal, 65 : 385–97, March 1917.

Department of colleges and normal schools.—Contains: 1. A. L. Suhrie: Professional training in summer schools of elementary school teachers, p. 385–87. 2. E. F. Smith: The status of teacher training in the summer schools of the universities, colleges and normal schools of Pennsylvania, p. 387–90. 3. C. B. Robertson: Preliminary report on high school teaching population of Pennsylvania, p. 391–92. 4. Ezra Lehman: College credits to normal school graduates, p. 393–94. 5. A. J. Jones: Our colleges and professional training of secondary school teachers, p. 395–96.

Child study round table—6. J. R. Britton: Work of an attendance officer, p. 397–401. 7. Mary R. Harris: Child study, p. 401–5. 8. Mary S. Adams: What a child should be taught the first year at school, p. 405–7.

Department of rural schools.—9. H. C. Fetterolf: Rural community vocational school, p. 411–14. 10. G. F. Green: Study of trees in rural schools, p. 414–16. 11. F. E. Baker: The rural practice school, p. 418–19. 12. C. F. Maxwell: Value of the township institute, p. 419–21.

EDUCATIONAL HISTORY AND BIOGRAPHY.

565. **Ainger, Arthur Campbell.** Memories of Eton sixty years ago. London, J. Murray, 1917. 353 p. plates. 12°.

566. **O'Brien, Michael J.** Early Irish schoolmasters in New England. Catholic historical review, 3 : 52–71, April 1917.

567. **Slosson, Edwin E.** John Dewey: teacher of teachers. Independent, 89 : 541–44, March 26, 1917.

Completes the series of "Twelve major prophets." Analyzes Dewey's educational philosophy.

568. **Watson, Foster.** The old grammar schools. Cambridge (Eng.), University press; New York, G. P. Putnam's sons, 1916. 150 p. front., 3 pl. 16°. (*Half-title*: The Cambridge manuals of science and literature)

"Short bibliography": p. [143]–145.

CURRENT EDUCATIONAL CONDITIONS.

569. **Balliet, Thomas M.** The modern school proposed by the General education board. American education, 20:466–70, April 1917.

570. **Beesley, Thomas Quinn.** Education in Mexico under the new constitution. Catholic educational review, 13:293–301, April 1917.

571. **Bland, J. O. P.** The people and the party machine. Nineteenth century, 81:528–39, March 1917.

Discusses among other things education in Great Britain. Declares the existing system of national education is extremely unsatisfactory.

572. **Campbell, John C.** The future of the church and independent schools in our Southern highlands. New York, Russell Sage foundation, 1917. 19 p. 12°.

573. **Connecticut. State board of education.** Educational inquiry—Glastonbury, Seymour, North Stonington, and East Windsor, 1916. Hartford, State board of education, 1916. 4 v. 8°. (Connecticut bulletin 29, 30, 32, 45.)

Surveys undertaken by special agents of the Connecticut State board of education.

574. **Dewey, John.** Current tendencies in education. Dial, 62:287–89, April 5, 1917.

Surveys the efficiency and measurement movement and the tendency to develop experimental schools, as significant trends in current educational development.

575. **Gerwig, George W.** Public school dividends. Current education, 21:75–83, March 1917.

Dividends from public schools in school lands, school buildings, books, art and music, health, etc.

576. **Newark, Ohio. Board of education.** Review of past activities and suggestions for the improvement of the public schools of Newark. Prepared by the superintendent of schools, approved by the Board of education and ordered printed. February 20, 1917. Newark, Ohio, The Advocate printing co. [1917] 18 p. illus. 8°.

577. **Wilder, Amos P.** Yale in China. Asia; journal of the American Asiatic association (New York) 17:105–9, April 1917. illus.

Describes the "Yale mission" at Changsha, China, which is an institution for higher education of Chinese, officered by Yale university men, with a hospital and medical school attached.

578. **Wright, Robert H.** President's address before the Teachers assembly at the thirty-third meeting. Training school quarterly, 3:277–84, March 1917.

Address delivered before the North Carolina teachers assembly on educational conditions in North Carolina.

579. **Yarnall, Stanley R.** A helping hand to Mexico. Journal of the Association of collegiate alumnæ, 10:454–62, March 1917.

Gives an explanation of the confused educational conditions in Mexico and what the college man and woman in the United States can do to help better conditions.

EDUCATIONAL THEORY AND PRACTICE.

580. **Dearborn, George Van Ness.** The formation of habits. Mother's magazine, 12:441, 475–76, May 1917.

This is the second of a series of articles for parents and teachers in whose care the training of young children is placed.

581. **Flexner, Abraham.** Education as mental discipline. Atlantic monthly, 119:452–64, April 1917.

Lays stress on the doctrine of interest. Discusses the selection and development of significant interests in education.

582. **Game, Josiah B.** Sanity in education. Florida schoolroom, 23:1–5, March 1917.

Delivered before the Florida educational association at Arcadia, December 28, 1916.

Criticizes the Flexner system of education and makes a plea for a sane education which would hold together the practical and cultural.

583. **Geyer, Denton L.** The wavering aim of education in Dewey's educational philosophy. Education, 37:484–91, April 1917.

A discussion of the individualistic and socialistic ways of thinking as applied to education.

584. **Hughes, James L.** Training the children. New York and Chicago, The A. S. Barnes company, 1917. 148 p. 12°.

585. **Keyser, Cassius J.** Educational ideals most worthy of loyalty. Educational review, 53:325–28, April 1917.

Discusses the ideal of liberal education.

586. **Passano, Leonard M.** False premises in the educational argument. School and society, 5:367–72, March 31, 1917.

The writer says that investigators may be sincere in their efforts to treat education as a "field of human engineering," and to treat the educational institution as a factory or machine shop, but their investigations and arguments are based on false premises.

587. **Pearson, Francis B.** Reveries of a schoolmaster. New York, Chicago [etc.] C. Scribner's sons [1917] 203 p. 12°.

CONTENTS.—In medias res.—Retrospect.—Brown.—Psychological.—Balking.—Lanterns.—Complete living.—My speech.—School-teaching.—Beefsteak.—Freedom.—Things.—Targets.—Sinners.—Hoeing potatoes.—Changing the mind.—The point of view.—Picnics.—Make-believe.—Behavior.—Forefingers.—Story-telling.—Grandmother.—My world.—This or that.—Rabbit pedagogy.—Perspective.—Purely pedagogical.—Longevity.—Four-leaf clover.—Mountain-climbing.

588. **Porter, Laura Spencer.** Do you let your children do their own thinking? Mother's magazine, 12 : 424–25, 454–55, May 1917.

It is the child who never is allowed to reason things out for himself that becomes a slave to other and stronger minds—the man or woman who is led easily by men, emotions, and prejudices.

589. Public school methods. Teachers' guide, index. New ed. Chicago, The Methods company, 1917. 108, 54 p. 8°.

CONTENTS.—Vocational guidance.—The dictionary and how to use it.—The community center, by E. J. Ward.—Thrift.—Personal and community hygiene.—Disease and its prevention.—Index.

590. **Richmond, Kenneth.** The permanent values in education; with an introduction by A. Clutton-Brock. London, Constable & co. ltd. [1917] 136 p. 12°.

Presents the ideals of some of the great educators of the past, with an attempt at their revaluation in terms of new conditions.

591. **Shields, Thomas Edward.** Philosophy of education. Washington, D. C., The Catholic education press, 1917. 446 p. 8°.

592. **Willmann, Otto.** Correlation of the school subjects. Tr. by Father Felix Kirsch. Catholic educational review, 13 : 302–10, April 1917.

A chapter from the English translation of Otto Willmann's "Didaktik." The translation of the complete book will be published by B. Herder, of St. Louis.

EDUCATIONAL TESTS AND MEASUREMENTS.

593. **Ashbaugh, Ernest James.** The arithmetical skill of Iowa school children. Iowa City, Ia., The University [1916] 63 p. diagrs. 8°. (The State university of Iowa. Extension division bulletin no. 24. [1st ser. no. 5].)

594. **Breed, F. S.,** *and* **Down, E. F.** Measuring and standardizing handwriting in a school system. Elementary school journal, 17 : 470–84, March 1917.

Emphasizes the need of standard scores or the establishment of norms. Writers contend that it is desirable for any considerable school system, with the use of approved methods and the instruments of measurement now available, to: "(1) measure its present achievement, (2) establish norms of achievement, and (3) construct its own scales for measuring achievement." Report of an attempt to carry out the above program for the city of Highland Park, Mich., in grades 3–6, inclusive. Illustrated.

595. **Buckingham, B. R.** Correlation between ability to think and ability to remember, with special reference to United States history. School and society, 5 : 443–49, April 14, 1917.

596. **Chapman, James Crosby,** *and* **Rush, Grace Preyer.** The scientific measurement of classroom products. Boston, New York [etc.] Silver, Burdett & company [1917] viii, 191 p. illus. (incl. form) fold. pl. 8°.

Bibliography: p. 189–91.

597. **Corson, O. T.** Surveying the surveyors. Journal of education, 85 : 319–20, March 22, 1917.

An address at the Kansas City meeting of the Department of superintendence, National education association, February 1917.

Also in Ohio educational monthly, 66 : 133–38, April 1917.

598. **Cross, Allen.** Weighing the scales. English journal, 6 : 183–91, March 1917.

Gives a résumé of the different measurements for testing reading, spelling, grammar, composition, and literary appreciation; also a bibliography.

599. **Gates, Arthur I.** Experiments on the relative efficiency of men and women in memory and reasoning. Psychological review, 24 : 139–46, March 1917.

From tests of students in the University of California, the investigator concludes that women excel the men in memory work, and that men excel the women, but to a less degree, in reason work.

600. **Gray, William Scott.** Studies of elementary-school reading through standardized tests. Chicago, Ill., The University of Chicago press; [etc., etc., 1917] viii, 157 p. diagrs. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal. no. 1.)

"Descriptive bibliography of reading investigations": p. 26–31.

601 **Melville, Norbert J.** Standard method of testing juvenile mentality by the Binet Simon scale with the original questions, pictures, and drawings. Philadelphia, London, J. B. Lippincott company [1917.] 140 p. illus. 12°.

602 **Meriam, J. L.** Measuring school work in terms of life out of school. School and society, 5 : 339-42, March 24, 1917.

Points out the defects in our present measurements and says that measurements of abilities should be in terms of normal experience rather than in abstractions.

603 **Murphy, Gardner.** An experimental study of literary vs. scientific types. American journal of psychology, 28 : 238-62, April 1917.

Main objective of this study is to determine the differences between subjects having a predominant interest in and aptitude for literature, and those having a predominant interest in and aptitude for science. Work carried out in Yale psychological laboratory.

604 **O'Hern, Joseph P.** Organized effort in educational research in city school systems. Journal of the New York state teachers' association, 4 : 87-94, April 1917.

605 **Shaw, Elisabeth Ross.** Suggestions for child study. Kindergarten and first grade, 2 : 146-50, April 1917.

Suggestions for marking and ranking mental tests for children and the practical use of such tests in the problems of grading, promotion, discipline, and motivation.

606 **Ward, C. H.** The scale illusion. English journal, 6 : 221-30, April 1917.

Says that "a mere preparatory teacher is dazed when he hears serious consideration of a scale for grading composition."

607 **Wolfe, Carmie S.** The Topeka scale for judging compositions. Illinois association of teachers of English bulletin, 9 : 1-12, March 1, 1917.

608 **Woody, Clifford.** Measurements of some achievements in arithmetic. Northwest journal of education, 28 : 351-55, April 1917.

SPECIAL METHODS OF INSTRUCTION.

609 **Mapes, E. K.** The direct method in teaching German. Colorado school journal, 32 : 24-28, March 1917.

SPECIAL SUBJECTS OF CURRICULUM.

610 **Baggs, Thomas A.** The teaching of thrift in schools. Education, 37 : 514-17, April 1917.

611 **Bagley, W. C.** The place of the study of the natural sciences in a liberal education. Educational bi-monthly, 11 : 189-98, February 1917.

612 **Bureau of safety, Chicago, Ill.** Methods for instruction in accident prevention for use in schools. 1917. 31 p. illus. 8°.

613 **Cajori, Florian.** A history of elementary mathematics with hints on methods of teaching. Rev. and enl. ed. New York, The Macmillan company; [etc., etc.] 1917. 324 p. 8°.

614 **Caldwell, Otis W.** An interpretation of the new point of view in science teaching. General science quarterly, 1 : 131-36, March 1917.

Condensed from an address given before the General science club of New England, November 1916.

615 **Carr, W. L.,** *and others.* A course of study in Latin. Classical journal, 12:438-55, April 1917.

Instruction in Latin in the University high school, University of Chicago.

616 **Eikenberry, W. L.** Bibliography of general science. General science quarterly, 1:146-52, March 1917.

617 **Greene, James S.** Kinaesthesia, a new aid to the teaching of speech. English journal, 6:248-53, April 1917.

Defines kinaesthesia as the sense of muscular movement of the parts which are active in producing speech, as the tongue, lips, jaw, etc. Explains this thereon. "a demonstration of radiographic plates that show the different positions assumed by the vocal organs in uttering the fundamental sounds of our language."

618. **Henderson, R. H.** Recent advances in the teaching of mathematics. Mathematics teacher, 9:141–47, March 1917.

619. **Hopkins, Edwin M.** Wanted: a bureau of definition. English journal, 6:131–45, March 1917.

President's address before the National council of teachers of English, New York City, December 1, 1916.

Thinks the Council should establish a bureau of definition. Such a bureau to find what essentially is meant by the intellectual and the spiritual, the religious and the scientific.

620. **Hoyt, Wilbur F.** A plea for the study of elementary astronomy. School science and mathematics, 17:341–47, April 1917.

621. **Isenbarger, Jerome.** A first course in zoology in the high school—content and organization. School science and mathematics, 17:289–94, April 1917.

Read before the biology section of the Central association of science and mathematics teachers, Chicago, December 2, 1916.

622. **Kent, Roland G.** Latin and Greek in the newspapers. Old Penn, 15:386–90, March 30, 1917.

A paper read at the fourth annual meeting of the Philadelphia society for the promotion of liberal studies, on March 23, 1917.

Shows the extent the classics are used in newspapers, advertisements, etc.

623. **Livingstone, R. W.** A defence of classical education. London, Macmillan and co., 1916. 278 p. 12°.

Presents the case for Greek, Latin, and grammar and prose composition, and discusses various proposed reforms in classical instruction.

624. **Lohmeyer, Lillian.** The modern trend of art in our public schools. Indiana instructor, 1:18–22, April 1917.

625. **London county council.** Class singing and ear training in schools, with syllabus in musical theory and notation. School music, 18:5–10, March–April 1917.

To be continued.

From the London School music review.

626. **Persons, Charles E.** The introductory course in economics. Educational review, 53:350–70, April 1917.

627. **Quickstad, N. J.** Some phases of the general science problem. General science quarterly, 1:153–61, March 1917.

The early history of science development and the present status of general science.

628. **Redway, Jacques W.** A heretic's rank heresy. Journal of education, 85:370–73, April 5, 1917.

The author says that the study which did the most for him was Latin. Tells of the training he had in Latin and shows of what value it was to him.

629. **Richards, Mabel M.** The practical in arithmetic. Elementary school journal, 17:521–24, March 1917.

An attempt to show how a review course in eighth-grade arithmetic may be centered around one large problem. The problem discussed is centered around the building and furnishing of a city home.

630. **Steeves, Harrison R.** High school English and college English. English journal, 6:146–55, March 1917.

Writer concludes that "it is impossible to make a reasonable distinction between college entrance requirements in composition and the useful equipment of any fairly educated young man or woman."

631. **Ward, C. H.** What is English? A book of strategy for English teachers. Chicago, Scott, Foresman and company [1917] 261 p. 12°.

632. **Wisconsin state teachers' association.** A definite music lesson for primary and elementary schools. A report presented to the music supervisors of Wisconsin, at the State teachers' association. School music, 18:17, 20–24, March–April 1917.

633. **Wolfe, A. B.** Shall we have an introductory course in social science. Journal of political economy, 22 : 253–67, March 1917.

Gives reasons for such a course. Says that it must stand in some "effective relation to the freshman's experience, and must not encourage the false pride of sterile 'scholarship'."

634. **Young, Caroline M.** The German club. Modern language journal, 1 : 202–14, March 1917.

Gives examples of typical programs, and also some devices and expedients in establishing a German club.

RURAL EDUCATION.

635. **Davis, E. E.** A study of rural schools in Travis County, Texas, by E. E. Davis . . . Austin, Tex., The University [1916] 53 p. illus., diagrs. 8°. (Bulletin of the University of Texas. 1916 : no. 67. December 1, 1916.

636. **Galpin, C. J.** The country church an economic and social force. Madison, Wis. 48 p. illus. 12°. (Agricultural experiment station of the University of Wisconsin. Bulletin 278, January 1917.)

637. **Myers, Garey C.** Some opportunities that come to country schoolmasters. Education, 37 : 518–25, April 1917.

Says that in one particular "the teacher in the district school has failed most fatally, that is, to lead the country child to have a wealthy attitude toward country folk and life and places." To be continued.

638. **Wilkinson, William Albert.** Rural school management. Boston, New York [etc.] Silver, Burdett & company [1917] xiii, 416 p. incl. front., illus., plan, forms. 12°. (Teacher training series, ed. by W. W. Charters.)

"List of material for collateral reading": p. 414–16.

SECONDARY EDUCATION.

639. **Bliss, Don C.** High-school failures. Educational administration and supervision, 3 : 125–38, March 1917.

Gives charts showing failures by subjects, etc., from returns made by 14 superintendents of schools in North Jersey. The majority of failures were in but a single subject.

640. **Davis, Calvin Olin.** Public secondary education. Chicago, New York, Rand McNally & company [1917] 270 p. 12°.

A history of public secondary education in Michigan. The secondary school system of Michigan is treated as a type of that of the entire United States.

641. **Foster, J. Murray.** The junior high school in villages. Education, 37 : 495–505, April 1917.

Presents arguments for and against the junior high school. The writer, who is the superintending principal of the Painesville (N. Y.) high school, speaks sanctionatively of the junior high school as it is there in operation.

642. **Inglis, Alexander J.** The junior high school. Educational standards, 3 : 55–58, April 1917.

The defects in our present organization and the reforms that appear desirable.

643. **Koos, Leonard V.** Administering the time factor in the high school. Educational administration and supervision, 3 : 150–57, March 1917.

The problem of readjusting the time element so that a unit in one subject will be the approximate equivalent for administrative purposes of a unit in another.

644. **Lewis, Ervin Eugene.** Standards of measuring junior high schools. Iowa City, Ia., The University [1916] [31] p. 8°. (The State university of Iowa. Extension division bulletin no. 25. [1st ser. no. 6].)

"School bibliography on junior high school": p. 29–31.

645. **Musselman, H. T.** Newer ideals in organizing and building the university of the many. Texas school journal, 34 : 17–20, April 1917.

The second article in a series on high-school work in the state of Texas.

646. **The present state of English secondary schools, by a secondary schoolmaster.** English review, 24 : 235–42, March 1917.

Severely critical of English schools and methods.

647. **Smith, David Eugene.** Mathematics in the junior high school. Educational review, 53 : 391–96, April 1917.

648. **Thompson, Frank V.** The senior high school: its function and organization. Industrial-arts magazine, 6 : 179–83, May 1917.

Read before the National society for the promotion of industrial education, Indianapolis, February 24, 1917.

649. **Woodhull, John F.** The high-school situation. General science quarterly, 1 : 137–40, March 1917.

Reprinted separately.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

650. **Averill, Lawrence A.** Child psychology in the normal school. Education, 37: 473–83, April 1917.

Says that the normal school course in educational psychology should be in the nature of a supplement to work in child study.

651. **Hall-Quest, Alfred L.** Energy and enthusiasm. Virginia journal of education, 10 : 372–76, April 1917.

The writer says that no qualities are more influential in the classroom than energy and enthusiasm. Discusses four sources of enthusiasm in teaching.

652. **Hollister, H. A.** Courses in education best adapted to the needs of high-school teachers and high-school principals. School and home education, 36 : 216–21, April 1917.

A paper presented before the Kansas City meeting of the Society of college teachers of education, February 26, 1917.

The minimum content of professional courses which high-school teachers and principals should have.

653. **Johnson, Franklin W.** The professional reading of the high-school principal. School review, 25 : 233–42, April 1917.

Includes a classified list of 62 different titles, with annotations.

654. **Judd, Jeannette Mathews.** The ex-teacher as a mother. Normal instructor and primary plans, 26 : 21–22, May 1917.

In conclusion, the writer says, "The more women the schoolroom sends to the hearth, the more shall we see of the Montessori methods, the more shall we hear of the newer education and I am convinced, the less shall we read of the failure of our public schools."

655. **Koos, Leonard V.** Teacher-training departments in north central high schools. School review, 25 : 249–56, April 1917.

656. **McCracken, C. C.** Training of teachers while in service. Ohio teacher, 37 : 293–94, March 1917.

A synopsis of an address at the Kansas City meeting of the Department of superintendence, National education association, on a systematic plan for the after-training of normal-school graduates.

657. **Manning, George A.** Student teaching and observation. American schoolmaster, 10 : 49–57, February 1917.

The methods followed in training future high-school teachers at the Michigan state normal college.

658. **Moritz, R. D.** Report of normal training in the high schools of Nebraska. Middle-west school review, 9 : 18–19, 18–21, March, April 1917.

659. **National society for the promotion of industrial education.** The selection and training of teachers for state-aided industrial schools (rev. ed.) New York city, National society for the promotion of industrial education, 1917. 64 p. 8°. (Bulletin no. 19.)

660. **Pittenger, B. F.** Problems of teacher measurement. Journal of educational psychology, 8 : 103–10, February 1917.

"The author criticises current schemes of teacher measurement on the score of lack of differentiation for different types of work, overlapping of test rubrics, and attempting to take account of too many details. He suggests that we need studies of teachers of the same grade, the same subject, and on the same plane, e. g., that of the classroom process."

661. **Preston, Josephine Corliss.** Teachers' colleges. Journal of the Association of collegiate alumnae, 10 : 447–53, March 1917.

662. **Rapeer, Louis W.** The teaching process. American education, 20 : 473–77, April 1917.

Discusses (1) the teaching situation, (2) classroom management, (3) principles of teaching, and (4) use of the text.

663. **Sharon, J. A.** The reciprocal relations of the normal school and the city system. Educational bi-monthly, 11 : 242–48, February 1917.

What the normal school and the city system should expect of each other in order that the interests of the people may be served best.

664. **Shear, S. R.** The ideal teacher. Educational standards, 3 : 23–25, 32–33, 38–40, March 1917.

665. **Stoutemyer, J. Howard.** The educational qualifications and tenure of the teaching population. School review, 25 : 257–70, April 1917.

First paper in series.

666. **Vincent, George E.** City comforts for country teachers. American review of reviews, 55 : 403–8, April 1917.

A description of the new teachers' house, at Alberta, Minn. A solution of the problem of housing rural teachers, especially when they are grouped in consolidated schools, at little expense. Illustrated.

667. **Weet, H. S.** Is the readjustment of the requirements for college, normal and training school entrance desirable? If so, how can it be accomplished? Journal of the New York state teachers' association, 4 : 41–49, March 1917.

HIGHER EDUCATION.

668. **Colton, Elizabeth A.** Junior college requirements in the South. Meredith college, Quarterly bulletin, ser. 10, no. 2 : 30–34, January 1917.

669. **Comfort, William Wistar.** Commercial scholarship. Dial, 62 : 290–92, April 5, 1917.

Discusses how the doctorate of philosophy may be saved from the clutches of commercialism, and its meaning fixed as our academic nomenclature.

670. **Council of church boards of education.** A statistical survey of Illinois colleges, by Warren Brown, survey secretary. [Chicago, Council of church boards of education, 1917.] 78 p. illus. 12°.

671. **Farrand, Wilson.** Work of the college entrance examination board. Educational review, 53 : 371–90, April 1917.

Address delivered at the meeting of the Association of colleges and preparatory schools of the Middle States and Maryland, December 4, 1916.

Says that the two big problems confronting the board are the good use of tests and the problem of comprehensive examinations.

672. **Johnston, J. B.** The university and the state. School and society, 5 : 391–401, April 7, 1917.

Says that the university is not concerned with the education of individuals for their personal pleasure or satisfaction, but that it trains for service. Advocates the selection of students at entrance and from step to step within the university. Thinks that it should weed out the poorest students, giving special consideration to the best.

673. **Leighton, Joseph Alexander.** Democracy and intellectual discretion. School and society, 5 : 421–30, April 14, 1917.

The writer says that universities and colleges must not be regarded as the class institutions of the higher intellectual and social life of democracy. The university must provide for intelligent and worthy aims in vocational training and material service to the state, but these should not be their primary aims.

674. **Vincent, George E.** Public health training in universities. Journal of the American medical association, 68 : 1013–16, April 7, 1917.

Presents details of the requirements in different institutions. Conditions for admission into a public health corps.

675. **Young, B. E.** Taking stock. Meredith college, Quarterly bulletin, ser. 10, no. 2 : 19–29, January 1917.

The president's address at the twenty-second annual meeting of the Association of colleges and secondary schools of the Southern States, November 16, 1916.

What the Association has done and can do for higher education in the South.

SCHOOL ADMINISTRATION.

676. **Boynton, Frank D.** Cooperation in a school system. Educational review, 53 : 329–40, April 1917.

Discusses the powers and duties of the school board; the appointment and training of teachers. In order to safeguard the future of children, the control of schools should be independent of all partisan politics, etc.

677. **Buonvino, Orazio.** L'amministrazione centrale della pubblica istruzione. Studio di legislazione scolastica (dottrina, storia, legislazione straniera, diritto positivo italiano giurisprudenza, critica) Torino [etc.] G. B. Paravia e c. [1916] 342 p. 12°.

678. **Coffman, Lotus D.** The control of educational progress through supervision. School and home education, 36 : 212–15, April 1917.

An address delivered at Kansas City, February 27, 1917, before the National council of education.

679. **Doeden, Frederic.** The legal status of the city superintendent. School and society, 5 : 404–7, April 7, 1917.

Gives the legal provisions of states that have so far defined most satisfactorily the duties of the city superintendent.

680. **Talbert, Wilford E.** Are we spending too much money on our schools? California taxpayers' journal, 1:17–20, March 1917.

"Under this caption Mr. Talbert proposes to discuss from month to month a number of possible means of economy in the expenditure of public funds for education."

SCHOOL MANAGEMENT.

681. **Foster, William Trufant.** Should students study? New York and London, Harper & brothers [1917] 98 p. 16°.

682. **Jury, Jessie B.** Teaching pupils how to study Latin. Classical journal, 12:467–76, April 1917.

683. **Perrin, H. Ambrose.** Reviews, tests, and examinations. School news and practical educator, 30:338–39, April 1917.

The use of tests and their value.

SCHOOL ARCHITECTURE.

684. **Alt, Harold L.** The heating and ventilating of grouped school buildings. American school board journal, 54:27–28, 64, April 1917.

685. **Challman, S. A.** Desirable rural schoolhouses. Kentucky high school quarterly, 3:6–18, April 1917. illus.

686. **Johnston, William Walter.** Safe construction of school buildings. American school board journal, 54:15–17, 54–58, April 1917. illus.

The fundamental principles that govern the safe construction of school buildings.

687. **Rapeer, Louis W.** The classroom of rural and village schools. School and home education, 36:228–32, April 1917.

Deals with classroom construction—size, lighting, walls and wall colors, floors, blackboards, platforms and doors, cloakrooms, and basement and drainage.

SCHOOL HYGIENE AND SANITATION.

688. **Andress, J. Mace.** Health education in rural schools. American journal of school hygiene, 1:49–53, March 1917.

A chapter from a forthcoming volume. Next month's article will discuss the sanitation of rural school buildings and grounds.

689. **Averill, Lawrence Augustus.** The present status of school health work in the 100 largest cities of the United States. American journal of school hygiene, 1:30–38, 53–62, February, March 1917.

A study based upon the returns received from a questionnaire sent to superintendents of schools of every city in the United States having upwards of 50,000 population.

690. **Kerr, James,** *ed.* The care of the school child. A course of lectures delivered under the auspices of the National league for physical education and improvement, May to July 1916. London, National league for physical education and improvement, 1916. 230 p. illus. 16°.

Contents.—Introduction, by the Rt. Rev. Bishop Boyd Carpenter. Introductory lecture, by Cyril Cobb.—The physical development of the school child, by R. E. Roper.—General personal hygiene, by James Wheatley.—On the care of the eyes, by James Kerr.—The mental hygiene of the child, by F. C. Shrewsbury.—The care of the teeth of the school child, by R. D. Pedley.—Malnutrition, by C. J. Thomas.—The care of the nose, ear, and throat, by Eric Pritchard.—The tuberculous child, by J. E. Squire.—Infection in and out of school, by W. J. Howarth.—The cripple child, by R. C. Elmslie.—After care: the special needs of the adolescent boy and girl, by R. A. Bray.

691. **Rapeer, Louis W.** Medical supervision of rural schools. American journal of school hygiene, 1:25–30, 63–68, February, March 1917.

The teacher's responsibility.

PHYSICAL TRAINING.

692. **National collegiate athletic association.** Papers presented at the eleventh annual convention, New York City, December 28, 1916. American physical education review, 22:125–82, March 1917.

Contains: 1. L. R. Briggs: The president's address, p. 125–28. 2. P. E. Pierce: College athletics as related to national preparedness, p. 128–38. 3. R. G. Gettell: The value of football, p. 138–42. 4. E. T. McKenzie: The making and remaking of a fighting man, p. 142–46. 5. G. E. Johnson: A defense of intercollegiate athletics, p. 146–53. 6. J. H. McCurdy: Some ethical problems surrounding intercollegiate athletics, p. 154–61. 7. P. C. Phillips: Scholastic conditions in intercollegiate athletics, p. 161–66. 8. R. I. Lee: The effect of athletics on the heart: the athletic heart, p. 166–69.

693. **Pendleton, Lillian Bruce.** Fundamentals in physical education in the public schools. Educational bi-monthly, 11:233–41, February 1917.

694. Results of the round table conference of department of physical training, public schools of Milwaukee. Mind and body, 24:77–80, April 1917.

An answer to Mr. George Ehler's article in Mind and body for February 1917, on A rational physical education.

Indirectly author points play alone as physical training material.

PLAY AND PLAYGROUNDS.

695. **Hetherington, Clark W.** Play school of the University of California. Playground, 11:19–25, April 1917.

See also article by Mrs. H. A. Hetherington on the same subject, on pages 25 to 29.

Both addresses were given at the Recreation congress, Grand Rapids, Mich., October 2–6, 1916.

SOCIAL ASPECTS OF EDUCATION.

696. **American sociological society.** Papers and proceedings, eleventh annual meeting . . . held at Columbus, Ohio, December 27–29, 1916. Vol. XI. The sociology of rural life. Chicago, Ill., University of Chicago press [1917] 233 p. 8°.

Contains: 1. E. A. Ross: Soil depletion as a cause of rural decline, p. 21–30. Discussion, p. 30–46. 2. G. W. Lasse: The development of rural leadership, p. 50–70. Discussion, p. 70–81. 3. J. H. Cook: The consolidated school as a community center, p. 97–105. 4. A. P. Wilson: Co-operation and community spirit, p. 113–25. Discussion, p. 125–28. 5. C. W. Thompson: Rural surveys, p. 129–33. 6. G. H. Von Tungeln: The results of some rural social surveys in Iowa, p. 134–62. 7. J. M. Gillette: The scope and methods of instruction in rural sociology, p. 163–80. 8. D. L. Sanderson: The training of rural sociology particularly in the land-grant colleges and universities, p. 181–98. Discussion, p. 208–14.

697. **Hughes, Matthew S.** Dancing and the public schools. New York, Cincinnati, The Methodist book concern [1917] 29 p. 12°.
Unfavorable to the modern dance.

698. The increase of ignorance [by] the Editor. Journal of heredity, 8:178–83, April 1917.
Wards of Pittsburgh with most illiterates and most foreign born have high birth rate and also show lower infant mortality than some of the best educated and prosperous wards.

699. **Neverman, P. F.** The work of the high school principal in the development of the community. Wisconsin journal of education, 49:67–70, March 1917.
Address before the sixth Wisconsin country life conference in joint session with the Conference on agricultural education and the Southern Wisconsin teachers' association, Madison, February 9, 1917.

700. **Perry, Clarence Arthur.** First steps in community center development. New York city, Department of recreation, Russell Sage foundation [1917] 32 p. 8°. (No. Rec. 149.)

701. **Playground and recreation association of America.** Report of committee on recreation buildings. Playground, 11:33–41, April 1917.
Report was given at the Recreation congress, Grand Rapids, Mich., October 2-6, 1916.
Discusses (1) how to adapt existing school buildings to neighborhood recreation use, (2) how to construct new buildings so that they shall include facilities for neighborhood recreation center work, and (3) how to construct municipal recreation buildings to be used by the entire community.

702. Stanford's marriage rate. Journal of heredity, 8:170–73, April 1917.
Three-fourths of men graduates of Stanford university marry, but only half of women. Possible reasons for the difference, and comparison with other institutions.

MORAL EDUCATION.

703. **Benton, A. H.** Indian moral instruction and caste problems; solutions. London, Longmans, Green and co., 1917. xi, 121 p. 8°.

704. **Driver, Levi J.** Moral education. Educator-journal, 17:399–401, April 1917.
Aim of moral training, the relation of morality to religion, and materials for instruction.

RELIGIOUS EDUCATION.

705. **Coe, George A.** Religious education and general education. How is instruction in "religious education" related to instruction in "general education?" Religious education, 12:123–28, April 1917.

706. **Erb, Frank Otis.** The development of the young people's movement. Chicago, Ill., The University of Chicago press [1917] 122 p. 8°.
Origin and development of young people's organizations in connection with the churches.

707. **Humphreys, W. R.** The literary study of the Bible in Michigan high schools. English journal, 6:209–20, April 1917.
Advocates readings from the English Bible in our high-school courses in English literature. Through the King James' version, it has become "above all other books a monument of pure and noble English."

708. **Matthai, John.** The education of Christian students in India. International review of missions (Edinburgh) 6:305–12, April 1917.
Interesting presentation of the growth of Christianity in India, missionary colleges, etc.

709. **Moore, Ernest Carroll.** Religious training and vocational studies. The relation of vocational training to moral and religious education. Religious education, 12:114–22, April 1917.
Also in School and society, 5:361–67, March 31, 1917.
Says that practical education will not interfere with the idealistic training of the young, but on the contrary is certain to make idealism abound.

710. **Peabody, Francis G.** The religious education of an American citizen. Religious education, 12:94–102, April 1917.

MANUAL AND VOCATIONAL TRAINING.

711 **Dewey, John.** Learning to earn: the place of vocational education in a comprehensive scheme of public education. School and society, 5: 331-35, March 24, 1917.

Address at the annual meeting of the Public education association, February 29, 1917.

712 **Shiels, Albert.** Relations and lines of demarcation between the fields of industry and public school education. American education, 20: 460-65, April 1917.

The writer says that vocational education suffers from three dangers: it may be anti-social, it may be narrow and rigid, and it may be exclusive. To realize its purpose any program of industrial education must be a little more than industrial only, and in being industrial it must have the practical and cultural values of industry, i. e., it must be inclusive, but never narrow.

713 **Snedden, David.** Publicly supported vocational education: is it undemocratic? Manual training magazine, 18: 321-24, April 1917.

From an address before the Vocational education association of the middle west, in Chicago, January 18, 1917.

714 **Van Oot, B. H.** "Life topics" in industrial arts. Midland schools, 31: 229-30, April 1917.

Vitalized teaching in industrial arts.

VOCATIONAL GUIDANCE.

715 **Bartlett, L. W.** Vocational guidance in Pomona City schools. Pomona City, Cal., Board of education, 1917. 24 p. 8°. (Pomona schools bulletin. Vocational guidance number. No. 5, March 1, 1917.)

Vocational guidance in the elementary and high schools, an outline for vocational thinking, recommendations, and samples of pupil's vocational record cards.

716 **Brewer, John M.** *and* **Kelly, Roy Willmarth.** A selected critical bibliography of vocational guidance. Cambridge, Mass., Harvard university [1917] 76 p. 8°. (Harvard bulletins in education, no. 4.)

AGRICULTURAL EDUCATION, SCHOOL GARDENS.

717 **Hurd, W. D.** Boys' and girls' club work in relation to agricultural education. Journal of education, 85: 339-41, March 29, 1917.

718 **Iowa state college of agriculture and mechanic arts, Ames, Iowa.** High school courses in agriculture. Outlines prepared by the Department of agricultural education. Ames, Iowa, Agricultural extension department, 1916. 56 p. 8°. (Schools circular no. 5, December 1916.)

719 **Murdock, F. F.** School and home gardens. Journal of education, 85: 349, 356, March 29, 1917.

School and home garden work carried on in connection with the State normal school at North Adams, Mass.

720 **Pugsley, C. W.** Vocational education: its relation to school gardening. Nebraska teacher, 19: 348-51, April 1917.

721 **Whitten, J. H.** Gardening in the upper grades of the elementary school. Educational bi-monthly, 11: 199-214, February 1917.

Suggestions on what to do and how to do it.

722 **Wisconsin. Department of public instruction.** Agriculture in the high school. A manual for the high schools of Wisconsin. Prepared by Henry N. Goddard . . assisted by John A. James. Madison, Democrat printing company, 1917. 191 p. illus. 8°.

HOME ECONOMICS.

723 **Lord, Isabel Ely.** Practice houses for students in home economics. Journal of home economics, 9: 151-62, April 1917.

Presented at the 18th annual meeting of the American home economics association, Ithaca, N. Y., 1916.

COMMERCIAL EDUCATION.

724. **Swift, John T.** Business education in Japan. Asia; journal of the American Asiatic association (New York) 17 : 128–31, 151, April 1917. illus.

PROFESSIONAL EDUCATION.

725. **Lee, Frederic S.,** *and others.* Medical research in its relation to medical schools. Journal of the American medical association, 68 : 1075–79, April 14, 1917.

As a result of the great growth of research work, diminishing emphasis is being laid on medicine as an art and increased emphasis on it as a science. Discusses medicine and the university; research work in or outside of universities; responsibility of medical schools.

726. **Thayer, W. S.** Scholarship in medicine. Boston medical and surgical journal. 176 : 519–24, April 12, 1917.

Address before the students of Harvard medical school, February 26, 1917. Asserts the value of the humanities as a preliminary to the study of medicine.

CIVIC EDUCATION.

727. **Swift, Lucius B.** Failure to teach the foundations of liberty. Educational review, 53 : 341–49, April 1917.

Read before the American historical association at Cincinnati, Ohio, December 28, 1916. The history of liberty should extend to early periods of English history, and not be based solely on the events that led up to the American Revolution.

728. **United States. Bureau of naturalization.** Proceedings of the first citizenship convention, held at Washington, D. C., July 10–15, 1916. Washington, Government printing office, 1917. 86 p. 8°.

Contains: 1. R. S. Coleman: Evening school for foreigners in the northwest, p. 18–20. 2. M. Beatrice Johnstone: Playday of the public schools at Grand Forks, p. 33–34. 3. J. M. Berkey: Civic preparedness and Americanization, p. 35–43. 4. W. M. Ragsdale: Some of the problems of getting aliens into the night schools, p. 43–49. 5. Woodrow Wilson: Address, p. 52–54. 6. L. R. Alderman: What Portland, Oreg., is doing to Americanize foreigners, p. 55–57. 7. M. J. Downey: What Boston is doing in immigrant education, p. 62–68. 8. I. W. Schmidt: The Detroit business man's view, p. 68–79. 9. A. H. Melville: The industrial plan of education in Wisconsin, p. 79–85.

MILITARY AND NAVAL EDUCATION.

729. **Earle, Ralph.** Life at the U. S. Naval academy; the making of the American naval officer. New York and London, G. P. Putnam's sons, 1917. xx, 359 p. illus. 12°.

730. **New Jersey. Legislature. Commission on military training and instruction in high schools.** Report of the Commission on military training and instruction in high schools to the Legislature, session of 1917. Trenton, N. J., MacCrellish & Quigley co., state printers, 1917. 24 p. 8°.

731. **Stimson, Henry L.** The basis for national military training. Scribner's magazine, 61 : 408–12, April 1917.

Among other phases of the subject takes up the question of military training in the schools.

732. Teaching, vol. 3, no. 5, March 15, 1917. (The Wyoming plan of military training in the schools.)

Contains: 1. I. B. Fee: The Cheyenne high school cadet system, p. 8–12. 2. S. S. Stockwell. The educational value of military training, p. 12–14. 3. E. A. Walker: The method of the Wyoming plan, p. 14–18. 4. Clair K. Turner: Military science and physical training, p. 19–23. 5. S. E. Kramer: The experience of Washington, D. C., in military training in the schools, p. 23–26. 6. L. O. Mathews: Military training and higher education, p. 26–30.

EDUCATION OF WOMEN.

733. **Bennett, Helen M.** Women and work; the economic value of college training. New York, London, D. Appleton & company [1917] 287 p. 12°.

734. **Dabney, Charles W.** The new education of women. Ohio teacher, 37 : 291–92, March 1917.

The new woman's college will be vocational as well as cultural; it will train women to work as well as to think.

735. **Fernier, Marcelle.** L'enseignement méthodique du français dans les classes secondaires des lycées de jeunes filles. Revue universitaire, 26 : 186–200, March 1917.

736. **Guillet, Cephas.** A study of the memory of young women. Journal of educational psychology, 8 : 65–84, February 1917.

"In two successive years psychology students were tested for their ability to memorize series of nonsense syllables, digits, related and unrelated words, related sentences, and continuous prose. A little over half the material could be given after one reading. The effect of subsequent presentations, and the changes which the learned material undergoes are considered in detail."

737. **Jebb, *Miss* C.** The advantages of a classical education for girls. Parents' review (London), 28 : 161–67, March 1917.

738. **National society for the promotion of industrial education.** Evening vocational courses for girls and women. New York city, National society for the promotion of industrial education, 1917. 73 p. 8°. (Bulletin no. 23.)

739. **Scoon, Robert.** The need of a college for women in New Jersey. A survey . . . under the auspices of the New Jersey State federation of women's clubs, 1917. 23 p. 8°.

NEGRO EDUCATION.

740. **McGrew, J. H.** Y. M. C. A. work for Virginia negroes. Southern workman, 46 : 237–40, April 1917.

TRAINING OF THE INJURED.

741. **Massachusetts. Board of education.** Special report of the Board of education relative to training for injured persons. Boston, Wright & Potter printing co., state printers, 1917. 62 p. 12°. (House doc., no. 1733.)

EDUCATION OF DEAF.

742. **Andrews, Harriet U.** Home training for deaf children. Volta review, 19 : 145–74, April 1917.

An elementary article of 30 pages. Discusses lip-reading, sense training, physical training, diet, reading and writing, etc.

743. **Nitchie, Edward B.** Class instruction in lip-reading. Volta review, 19 : 177–79, April 1917.

Advocates privacy in preference to class instruction in lip-reading for adults.

EXCEPTIONAL CHILDREN.

744. **Bronner, Augusta F.** The psychology of special abilities and disabilities. Boston, Little, Brown, and company, 1917. 269 p. 12°.

745. **Crafts, L. W.** Bibliography of feeble-mindedness in its social aspects. Journal of psycho-asthenics, Monograph supplements, 1 : 1–73, March 1917.

Contains about 1,000 titles, mostly from books, theses, and [illegible] articles.

746. **McMurtrie, Douglas C.** Index-catalogue of a library on the care and education of crippled children. American journal of care for cripples, 3 : 201–54, December 1916.

This list includes [illegible] books and articles classified in alphabetical order by subjects. Future sections will cover the [illegible] material, special departments, and [illegible] institutions.

747. **Merrill, Maud.** Mental examinations of crippled children. American journal of care for cripples, 3 : 190–94, December 1916.

748. **Treadway, Walter Lewis.** The feeble-minded, their prevalence and needs in the school population of Arkansas. Washington, Government printing office, 1916. 19 p. 8°.

[illegible]

749. **Woods, Elizabeth L.** Provision for the gifted child. Educational administration and supervision, 3:139–49, March 1917.

Result of an investigation made for the purpose of ascertaining what our schools are doing to provide for children who are above average in native ability as well as in actual attainment.

EDUCATION EXTENSION.

750. **Kirton, Charles H.** The principles and practice of continuation teaching. A manual of principles and teaching methods specially adapted to the requirements of teachers in commercial and continuation schools. London, Bath [etc., etc.] Sir Isaac Pitman & sons, ltd., [1916] 364 p. 12°.

751. **Loeb, Max.** A unique institution; an adult day school. American school, 4:79, March 1917.

"An account by a member of the Chicago school board, of a day school for adults now being carried on in a section of Chicago's business district."

752. **Stoddard, A. E.** Public schools and the summer vacation. West Virginia school journal and educator, 46:15–16, April 1917.

Gives an outline for summer activities in a medium-sized city.

LIBRARIES AND READING.

753. **Evans, Sarah C.** The reading of high-school students. Public libraries, 22:168, April 1917.

Continued from Public libraries, March 1917 (item 556).

754. **Johnson, Roy I.** The school and the library. English journal, 6:243–47, April 1917.

Among other matters discusses the relation of library fiction and magazine literature to the course in English.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

755. Kindergarten legislation; by Louise Schofield. Washington, 1917. 30 p. (Bulletin, 1916, no. 45.)

756. Pine-needle basketry in schools; by William C. A. Hammel. Washington, 1917. 18p. illus. (Bulletin, 1917, no. 3.)

757. Rural school supervision; by Katherine M. Cook and A. C. Monahan. Washington, 1917. 63 p. (Bulletin, 1916, no. 48.)

758. Secondary agricultural schools in Russia; by W. S. Jesien. Washington, 1917. 22 p. (Bulletin, 1917, no. 4.)

759. Service instruction of American corporations; by Leonhard Felix Fuld. Washington, 1917. 73 p. plates. fold. chart. (Bulletin, 1916, no. 34.)

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